

Arkansas School-Age "LINKS"

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Get Ready! Get Set! Go! A Systematic Approach to Managing a Successful Transition from Summer Vacation to Fall

By Roberta L. Newman

The back-to-school season is a major time of transition for children and youth, families, after school program staff, and school staff. I like to use the old game mantra: "Get Ready! Get Set! Go!" as a framework for planning and carrying out transitions that work. Using this framework, here are some transition tips to help after school staff facilitate the summer to fall transition with ease, comfort, confidence, and enthusiasm.

GET READY!

Take time to think about what you're transitioning from – the summer experience. Acknowledge what the summer has been like for you and the kids in your program. Ask some key questions as you reflect on the "state of summer" and the coming transition:

What were the summer highlights for kids and families in your program? Participating in the program? Exploring the community? Special camps? Vacations and trips? Other?.

Was summer difficult for some kids? Did some kids go unsupervised for the summer? Did they experience a summer of boredom, danger, or loneliness?

Who are the kids that will be joining your program in the fall? What are they interested in? What are they good at? What kind of support and encouragement do they need? What are their families like?

How have kids changed over the summer? Have much have they grown? Have they made new friends? Have they developed new interests, hobbies, or skills? Have things changed in their families?

What changes are in store for children when they return to school?
How will these changes affect children and/or your program?



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What changes are in store for children who are returning to your program? New staff? Different space? Less or more materials and equipment?

How do kids feel about the coming fall changes? Excited? Anxious? Reluctant to participate in an after school program? Wishing summer wouldn't end?

Develop strategies for finding answers to these questions. Include selected questions in brief surveys of children and parents, telephone or on-site interviews with parents, informal conversations with children and family members, interviews with school personnel, and meetings with co-workers.

GET SET!

Use the information you collect from children, families, school and program staff, and your own knowledge and insights to set the stage for a successful transition. Here are some guidelines:

Reach out to families.....

Create opportunities for children and families to share their summer experiences. Invite families to share photos, stories, and favorite summer activities. Use collected materials to create a "Summer Reflections" display.

Create an attractive Parent Bulletin board highlighting important components of your program, expectations, and notifications of changes.

Design a "Welcome to the Program" family newsletter and distribute it prior to opening.

Post staff photos with brief bios highlighting knowledge and experience and quotes about what they like best about working with kids.

Create nametags for staff to wear for at least the first week.

Plan a fall family open house where parents can learn about your program.

Plan with kids in mind.....

Schedule a regular time for "get to know you activities," sharing important news about the program, and relationship building. Incorporate the use of "fun" name tags for start up.

Learn a variety of "Get to Know You Games" to build positive relationships among kids.

Plan activities where children can share their summer experiences through games, journaling, drawing and painting, music and skits, etc.

Develop activity plans that reflect new insights and information about kids'

needs, interests, and skills.

Develop plans for:

Working with kids to help shape program rules and limits and appropriate consequences.

Instituting a mentoring system where experienced kids act as "buddies" to new kids.

Involving kids in ongoing program planning and implementation once the program is underway (Leadership club? Suggestion boxes? Question of the week? Surveys?).

Helping kids set personal goals for the coming months.

Coordinate with school personnel.....

Coordinate children's dismissal from school and arrival at the program. Develop strategies for receiving children, taking attendance, and getting them engaged in experiences that provide varied opportunities for resting, relaxing, unwinding, eating, and/or chatting with friends as needed while they make the transition from school to after school. Avoid moving children

immediately into highly structured activities, except in cases where individual children need directive support and guidance.

Ask what you can do to support children's success at school.

Learn about major learning themes for different grade levels. Consider reflecting these learning themes in your program environment.

Assess your program environment, schedule, and core experiences and make needed changes and adjustments for fall transition.....

If you provide homework help, create a comfortable, attractive, well-equipped homework center that supports a variety of different learning styles.

Assess the condition of all equipment and supplies; replenish, discard, or repair as needed.

Reorganize and restock activity areas to reflect the new season and kids' new interests and abilities.

Create reading areas and cozy corners for relaxing and unwinding from the school day.

GO!

Now you're ready for action. Remember that staff working directly with kids are key players in creating smooth transitions. Be sure all staff are prepared to

connect with kids in the following positive ways from the first day:

Greet each child with a friendly smile. Use children's names as soon as possible.

Use name tags and play games to help children learn each other's names..

Give a tour of the program environment. Review the schedule.

Use effective techniques to get the attention of a group or prepare for a move to another area or activity.

Express enthusiasm and excitement about program experiences. Invite kids to talk about things they like to do or want to learn.

Talk with children about how they would like to be treated and invite suggestions about ways everyone can get along. Stress principles and values such as listening to the ideas and concerns of others, sharing, cooperating, showing respect, politeness, kindness, and patience.

Be prepared with everything needed to launch or lead an activity or game. Use a step-by-step method for introducing new games such as 1) Describe it. 2) Demonstrate it. 3) Ask for questions. 4) Do it. 5) Adapt it.

CONCLUSION

Whether transitions and changes are large or small, successful transitions require thoughtful reflection, assessment, and preparation; input from those who will be affected by the change; a systematic approach to implementation; active engagement of leaders; and lots of communication! Taking a systematic approach may be time consuming at the outset, but in the long run, it saves time because it helps you anticipate potential problems and avoid unpleasant surprises! By involving and communicating with everyone concerned, it also creates good will and trust. The systematic approach described in this article can be applied with success to a wide variety of transitions and changes in school-age programs.

Roberta L. Newman, 2003.

Roberta Newman is an experienced school-age professional and nationally recognized speaker, trainer, and author of books and videos on school-age care and related topics. Two of her recent books *Training New After School Staff*, *Building Relationships with Parents and Families*, and *Helping Children and Youth with ADD Succeed in After School Programs* contain additional program ideas and tips for managing transitions successfully. For more information, see Roberta's Web site at Newroads-Consulting.com.

WHO'S DONE WHAT I'VE DONE?

Equipment Needed: Chairs for each person, except one.

How to Play. Gather kids in a circle of chairs. Provide one chair for each person, except for a leader who will stand in the center of the circle. Ask the leader standing in the center to think of something he or she did this summer that others *may also have done* (e.g. went to the beach, caught lightning bugs, went fishing, went to a museum, read a book, etc.). The goal is to think of activities participants may have in common, rather than activities only one person may have done. Then, have the leader identify the selected activity by calling out: "Who went to the beach?" (or "Who went to a museum?" etc.). Everyone who went to the beach must leave his or her chair and find another chair. No one is allowed to go to the chair on either side of his or her present chair. Those who didn't go to the beach stay seated. The leader tries to get one of the vacated chairs and the person who doesn't find a chair becomes the next leader.

Tip: Be sure kids try to think of activities they may have in common. Otherwise the game bogs down. The goal is to have as many participants as possible leave their seats. If the leader names an activity that no one else is likely to have done (e.g. "Who met the President?"), no

seats will be vacated and the leader will have to think of another activity.

60 SECOND CONVERSATIONS

Equipment Needed: Watch or clock with a second hand. Noisemaker.



How to Play. Have children gather in two circles, one circle inside the other.

The same number of participants should be in each circle. Participants in the outer circle face in. Participants in the inner circle face out. Each participant in the outer circle should be directly facing a participant in the inner circle. (That is, each person has a partner.) When everyone is in place, the leader asks an open-ended question such as: "What was the best thing you did this summer?" "Where did you spend most of your time this summer?" "What activities would you like to do in the program?" "What do you want to accomplish this year?" Develop your own questions based on the ages of kids in the program. When you ask the selected questions, have partners talk about the question until 60 seconds is up. Use a noise-



maker to signal the conversation to stop. When the noisemaker sounds, participants in the inner circle should move one step clockwise so they are facing a new partner. The leader then asks the same question again and a new conversation takes place. Continue the rotation so that the same question is discussed 3 or 4 times. Then change to a new question and continue the rotation. Follow the activity with a group discussion of what participants learned about each other by discussing the questions.

Tip: Vary the length of the conversations according to the ages and maturity of the participants.

GROUP JUGGLE GET TO KNOW YOU ACTIVITY

Equipment Needed: Nerf balls, other soft items for tossing and catching (a rubber chicken adds to the fun)

How to Play. Have 8 to 12 participants gather in a circle, including the group leader. Before you start the game, have each participant think of a favorite summer game or activity to link with their first name, e.g. "Sean basketball," "Sara painter," "Jason bicycle," "Kim skateboarder," "Shonda reader," "Manuel golf," etc.). Go around the circle and have each participant share the name he or she chose. Tell everyone to use this "summer name" as they play the game.

Round one: The leader starts by tossing an object to another player who calls out his/her "summer name" when catching the ball. This player tosses to another player who calls out his/her "summer name". The game continues in this fashion until each player has caught the ball and called out his/her "summer name" once and the ball returns to the first player. The idea is to have each player catch the ball once. Players should remember to whom they threw the ball in the first round and continue throwing to the same player in future rounds.

Tip for Round One: Have participants hold their hands in front of their bodies until they have caught and tossed the ball. After tossing the ball, participants should place their hands behind their back to indicate they are temporarily not "eligible receivers."

Round Two: Repeat the same sequence for practice and continue calling out names.

Round Three: Repeat the same sequence several more times until the ball is moving smoothly. Then without telling the group you will do so, toss out another ball so that two balls are going. Then, toss out a third, a fourth, a fifth, or however many balls the group can juggle without losing track of what's going on. Use the rubber chicken or another silly object as the last item you toss!

Tip for Round Three. Juggling more than one ball takes a lot of practice. Try adding only one additional ball of the first day. Add more as the group becomes more skilled. Omit the calling of names when participants are juggling more than two balls.

Variation: Once the players know each other's names fairly well, have everyone shout each person's name when he/she catches the ball. Encourage players to shout enthusiastically as if they were cheering for each player.

ATTENTION GETTER

In a quiet voice say, *"If you can hear me, tap your head."* (Begin lightly tapping your own head. Kids standing close by are likely to begin tapping their heads right away.) Continue tapping your head and repeat the request again, *"if you can hear me, tap your head."* (A few more kids will join in.) Continue tapping your head and repeating the phrase until you have everyone's attention. **Variations:** Change the request each time: *"if you can hear me, clap twice.....touch your toes.....snap your fingers.....say Oh yeah!.....etc."*

Tip: Use attention getters sparingly when you really need attention. Overuse interrupts children's work and play and can seem like nagging.

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The Case of Peer Pressure

By Kathy Hermes

Our school age program has done a good job of dealing with behavior issues. We have rules that the kids were involved in setting and we follow through with any consequences when the rules are broken. Starting around age nine we are finding that the power of peer influence interferes with the flow of the program. A few children might decide they aren't interested in whatever is planned, and suddenly it turns into five or six who are disgruntled. They aren't breaking rules, but they can make it difficult for everyone else to accomplish anything. They sometimes start whining and complaining, even though they were involved in deciding what to do. There are plenty of activity choices, but they just seem to want to hang out together. What can we do that will turn this peer pressure into something positive for the program?

You are not alone. As children get older the need to be accepted by their peers shows up. This generally happens midway through elementary school. It is as normal as any other characteristic of children and is inevitable. While most children desire to be accepted by their peers, how they act on this desire varies greatly.

Some children play this out in their imagination, while others more actively display their desire to be accepted through their behavior. Also, around this time leadership traits begin to emerge. Some children will be looked up to more than others by their peers. These early emerging "leaders" can sway opinion and behavior of the group in a positive way (for instance, by being the model child, or using their positive social skills). In other cases, they can be disruptive. So if you have a disruptive leader in your program, chances are good that others will follow his or her lead.

Remember that it is legitimate for a child to choose not to participate in any activity as long as they are not disruptive to others who want to do it. Have an alternative (as simple as reading a book or drawing), so the planned activity can be enjoyed by those who are interested. In your case, it sounds like one child starts the complaining and others join in, maybe just to be accepted. If a group of older children has issues about the choice of activities, it would be a good idea to schedule a time to sit down with them and let them talk about what the problem is. If the activities are boring to them, ask them to each make a list of things they would like to do at the program. They need to be done at the site and must be affordable and safe.

Combine their lists and let the group choose three activities that the older children can do as a group. This will meet their needs to connect with each other, and it will allow the other children to carry on with other activities.

If possible have one staff person in charge of older child activities. Ideally, they could have their own space, but few programs can arrange this and still provide adequate supervision. Perhaps one day a week the older children can pull tables together in a corner of the room and hang out. Let them come up with the rules for this group and have everyone sign their agreement to live by the rules. If rules are broken, a child must return to the main activity. You might want to provide an incentive for them. As a group have them fill a jar with marbles that they receive when they are following the rules and getting along well together. The activity leader decides when a marble is added to the jar. When the jar is full let them watch a movie, or make pizza or do something that they would like to do.

Even if the older children have their own space or activities, it is still important that they participate in the life of the program and that they cooperate with other children and staff. In a good program each person is respected, children and adults alike. Have a conversation that

The Case of Peer Pressure Continued

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includes everyone about what respect looks like and why cooperation makes it better for everyone. Here are some tips to create an environment that minimizes complaining and conflict.

Tips for creating a cooperative environment

Listen carefully to make sure you understand what the children are saying.

Look for win-win situations so that neither the adults nor the children feel like they have lost respect.

Show appreciation when people make valuable contributions.

Encourage children and adults to do their best.

Make people feel needed by including a role for everyone in the program. Everyone has something to offer—you might be surprised at the talent of your group. Make sure everyone has a turn, both when there is something that nobody wants to do, or when more than one person wants to do the same thing.

A healthy part of every child's development is involvement with peers. Children are beginning to develop a sense of independence from their parents. Eventually they will strive to dress alike, talk about similar things, like the same music, laugh at the same jokes and share secrets. Providing the opportunity for children to do this in your program will likely diminish their need to be disruptive. Approach this situation with open mind and flexibility.

If you communicate respect and cooperation, they will respond with the same.

Kathy Hermes is Senior Program Coordinator at Camp Fire USA National Headquarters and an independent contractor. She has been involved in school-age care since 1980 in a variety of roles. As a trainer, director, educator and consultant, she has developed a training program and curriculum. She received her Bachelor's and Master's degrees at Kansas State University in Human Development and Family Life.

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The Arkansas 21st Century Community Learning Centers (21st CCLC) sites are considered as an outstanding opportunity for students and families to improve academically, as well as a safe haven for children. Such programs provide quality Pre-Kindergarten classrooms, elementary after-school programs, high school Credit Recovery programs, tutoring in the middle schools and adult education. The arts, music, tutoring, clubs and enrichment activities support academics. The grants are funded by the Arkansas Department of Education and supported through the federal *No Child Left Behind Act of 2001*.

The purpose of the Arkansas 21st Century Community Learning Centers Program is to establish or expand community learning centers that operate during out-of-school hours for PK – 12th grade students and families. It must provide students in high poverty schools with academic enrichment opportunities along with other activities designed to complement the students' regular academic program.

A community learning center offers academic, artistic, and cultural enrichment opportunities to PK-12th grade students and their families when school is not in session (before school, after school, or during holidays or summer recess). A community learning center assists students in

meeting State and local academic achievement standards in core academic subjects, such as reading and mathematics, by providing the students with opportunities for academic enrichment.

Many of the 21st CCLC sites offer enrichment opportunities that many of the students may not experience if it was not for the program. Students are provided real-life experiences, learn to play a musical instrument, receive free music lessons, participate in Taekwondo lessons and receive one-on-one tutoring. The 21st CCLC sites plan and schedule supportive and enriching activities to support student success.

The Arkansas Department of Education announced the first cycle of Arkansas 21st CCLC grantees in February of 2003. As of April 2005, the state currently has seventy (70) 21st CCLC sites consisting of public schools, faith-based organizations and community-based organizations. The 21st CCLC grants are awarded on a competitive process. Each grant site is awarded for a grant period of five (5) years. Grantees must demonstrate a partnership between a local educational agency, a community-based organization, and other public, private or faith based organizations

Each eligible organization re-

ceiving an award may use the funds to carry out a broad array of activities that advance student achievement for PK – 12th grade.

- ♦ Remedial education activities and academic enrichment learning programs;
- ♦ Mathematics and science education activities;
- ♦ Arts and music education activities;
- ♦ Entrepreneurial education programs;
- ♦ Tutoring services (including those provided by senior citizen volunteers) and mentoring programs;
- ♦ Programs that provide after-school activities for limited English proficient students that emphasize language skills and academic achievement;
- ♦ Recreational activities;
- ♦ Telecommunications and technology education programs;
- ♦ Expanded library service hours;
- ♦ Programs that promote parental involvement and family literacy;
- ♦ Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
- ♦ Drug and violence prevention programs, counseling programs, and character education programs.

For many school-agers, the end of school is the release from a highly structured, regimented learning process to the easy-going, fun-filled summer days. But it is not the end of learning. Everyday, every moment, the school-ager's mind is taking in information, categorizing and classifying and sorting through and finding answers.

How can parents help children to continue to build on and reinforce the knowledge and skills obtained from school? How can school-agers take advantage of what's happening in these school-less days?

Here's a few suggestions for your child to use this summer to concretize and optimize his knowledge and skills:

- ♦ Let your child "daydream." Leave him alone to think, to fantasize, to make plans in his head, to imagine and to create. This will help to stretch his creative mind; creative minds are a key effective problem-solving and thinking.
- ♦ Capitalize on the everyday events. Use common events to help your child learn and reinforce basic math, reading and social skills.
- ♦ Be a positive model. You want your child to read and be really good at it—then you set the example by reading and enjoying books and magazines; by going to book stores and browsing through the many wonderful books and available; by talking about and discussing what you've read; and by going to libraries and checking out books to read.



You want your child to be good at math—do the family budget with your child; talk out loud (in your child's presence) as you decide how much money to spend on food this week,

what bills to pay, how much cloth to buy to make the curtains, and how you figured it out; share everyday events that involve math, show your child that knowing math helps you, that it has a purpose.

Allow your child to make mistakes. Let him learn from failure. Give him a chance to figure out what went wrong, what he might change to succeed.

Capitalizing on Everyday events

Reading Skills

- ♦ Visit public libraries and bookstores on a regular basis—weekly. Your child needs his own library card.



- ♦ Make sure lots of reading material: books, comic books, magazines, newspapers, are available to your child.
- ♦ Play word games: crossword puzzles, anagrams, Boggle, Scrabble™, Monopoly™.
- ♦ Have your child cut pictures and a words from magazines and newspapers, then have him label the pictures with captions or make his own comic book.
- ♦ Travel Experiences
 - ⇒ Children can tell the story of their trip on a tape recorder or, with other children, put together a play about the trip.
 - ⇒ Children can make a cut-and-paste book of pictures of similar travel experi-

ences—different cars, animals, swimming, picnic

Math Skills:

- ♦ Make a chart of high and low temperatures (from radio, TV or newspaper) on a daily basis. Figure out the average temperatures for the day, week, month. This chart can also include temperatures in other sections of the country and world. Where is the coldest and hottest spot in the country or world?
- ♦ Grocery Shopping
 - ⇒ Have your child look through the newspaper for good buys and coupons.
 - ⇒ Put together a grocery list of foods needed, using the ads and coupons. When buying food, your child can pick out the best buy (comparison buying: cost, quantity, quality of products) for peanut butter, milk, fruit, potatoes, etc.

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Paradise in a Bag

You will need: snack sized zipper bags, craft foam, glitter, hair gel (green or blue)—you can also use gel toothpaste or jell-o.



Cut out an island from a brown or green foam piece. place the foam pieces at the bottom of the baggie. Add a pipe cleaner for a tree on the island. Add some foam cut outs of fish and other sea life. Squirt a thick layer of hair gel at the bottom of your baggie. Seal the baggie. Squish around to create the water. Try to keep you island afloat.

Variation: you can skip the island and palm trees and just have sea life with coral reefs and sand at the bottom of the ocean.

Secret Messages Across the Ocean

Three message senders at one end of a room choose a simple message (could be a saying, word phrase, or math problem). The senders must then communicate (shout, mime) their message to 3 listeners/receivers at the other end of the room. The rest of the players are scattered about in between trying to stop the communication with distractions (i.e. arm waving, loud singing, etc.) The game is over when the

listeners have received the message or solved the math problem.

Tropical Sun Catchers

You will need clear contact paper, bright colored tissue paper, scissors.

Cut two pieces of contact paper (size not important) for each child. Peel the backing off of one of the pieces of contact paper. Have children cut pieces of tissue paper in different geometric shapes about 1-2" in size. Arrange and overlap the pieces of tissue paper on top to seal. Using cookie cutters or other patterns, cut out palm leaves, fruit, fish/sea life, and other tropical shapes. Punch a hole in the top and attach a string or ribbon. Hang sun catchers in your windows or from the ceiling.



What a Month!

Did you know that July is National Ice Cream Month, National Baked Bean Month, Anti-Boredom, Lasagna Awareness Month, National Recreation, and Parks Month, and National Blueberry Month? Try to incorporate these celebrations into your summer program.

What do all of these have in common? Food! What kind of creative activities can you create from these topics?

Homemade Ice Cream

1 cup milk
1 cup whipping cream
1/2 cup sugar
1/2 teaspoon vanilla
Rock Salt, large coffee can with lid, small coffee can with lid.

Stir the milk, whipping cream, sugar, and vanilla and any other extra ingredients in the small coffee can. Pack ice and the small can with the lid secure into the large can and sprinkle 1 cup of rock salt over it. Put the plastic lid securely on the large can and start rolling! As the ice melts, pour off excess water and add more ice and salt. After rolling for about 10 minutes, check the ice cream mixture from the sides. Be careful not to get salt water in it. Replace the lid and keep rolling. Ice cream is ready when it is no longer runny. You can make several flavors at one time with the children working in pairs (rolling the can to each other) or as a group in a circle. Hint: Room temperature and humidity can slow down the process. Store milk and cream in the freezer for half an hour before you want to use it.



Golf Month

August is National Golf Month. While we can't all be Tiger Woods, we can have fun creating our own mini-golf course or summer camp.



Make your own golf club

Make the head of the club out of heavy cardboard and tape it to the "shaft" made from a wrapping paper tube of layers of tightly rolled newspaper. Wrap the whole thing in masking tape until everything is covered. Paint or use colored cloth tape to decorate. For golf balls, use ping pong balls or plastic golf balls. You can try making your own using crumpled aluminum foil, but it is hard to make them perfectly round.

Make your own driving range

A great activity for your playground or field space. Place cones along the length of the field at various distances and have the children practice hitting and checking the distance. Children can mark their progress with personalized paper flags on craft sticks.

Set up your own mini-golf course

Purchase fake grass (from local hardware store) and

have the kids work in groups to design challenging holes using recycled materials. (Tip: Duct tape around the grass pieces so that the edge does not fray.) Have your older children set up a course and invite your younger children to give it a try.

Clown Around

To make your own juggling balls, use a funnel (make one out of a soda bottle) to fill a small round balloon with rice or small pasta, like orzo. When full and round, fold over the "neck" of the balloon. Cut off the "neck" of a second balloon and wrap it over the first, sealing in the rice. Wrap with several additional balloon pieces and you have one ball. Make 2 more and start juggling!



Bubbles

Make your own bubble solution!

Mix: 10 cups cold water, 3 cups liquid dishwashing soap and 4 oz. glycerin (you can buy it at your local drug store).

For an easy and disposable bubble maker, use paper Dixie cups. Cut out the bottom of a cup. Insert the bottomless cup into another cup that is half full of the bubble solution. To

make a bubble, put out the inner cup and blow gently.

Take it outside

Encourage children to go outside and enjoy the fresh air and sunshine by making "take out" activity kits available. Use a shoebox or other container to create activity kits and change them often. Some ideas include:

- ♦ Embroidery floss and materials for friendship bracelets.
- ♦ Yarn for weaving and pom-pom making.
- ♦ Beads for making necklaces and key chains.
- ♦ Wire for creating sculptures, jewelry, and other art.
- ♦ Sketch books for drawing pictures of trees, flowers, the playground, etc.

Fake Ice Cream Cone Tips

To paint your fake ice cream cone, mix a bit of paint (choose an "ice creamy" color) with acrylic gel medium (available at art



stores) and spread it like frosting onto the ball. Allow it to dry and fool your friends.



School-Age Specialist Emphasis Area Training

Every person seeking a Specialist Certificate Will participate in 3 unique types of training for a total of 60 hours: **Child Development (20 hours)**, **Specialist Training (20 hours)**, and **Professional Development (20 hours)**. Specialist training consists of 20 hours in one of the specialty areas. Upon completion of the 60 hours in the Specialist Certificate you will receive six (6) CEU's.

Child Development

This series of competency based information is also for the individual seeking the basic 20 hours of child development required for the specialist certificate.

Specialist Areas

You may earn a certificate in 1 of the 4 specialty areas:

- Family Day Care addresses children cared for in a licensed family day care home. (20 hours)
- Infant/Toddler addresses children age birth through two years. (20 hours)
- Preschool addresses children age three through five years. (20 hours)
- School-Age addresses children age 6-13 years. (20 hours). The topics are:

Module 1 Understanding School-Age Children/Health and Safety

Module 2 - Planning the Environment/Appropriate Activities

Module 3 - Program Planning and Management/Behavior Management

Module 4 - School-Age Children in Groups/Fostering Creativity, Reasoning and a Sense of Wonder

Module 5 - Character Development/Building Relationships

For more information please contact

Woodie Sue Herlein, School-Age Program Coordinator
(870)972-3055 or
1-888-429-1585

Child Care Specialist Certificate

Congratulations to LaTonja Aldridge-Land!

LaTonja is the second School-Age provider in the state to complete requirements for the Child Care Specialist Certificate in the School-Age Specialty area:

"I would encourage other providers to obtain certificate because of the useful information gained. The training gave me ideas on activities to explore with the school age children and information to share with program staff."

LaTonja is the director of Hunny Bear Child Care Learning Center in Little Rock. Hunny Bear serves children ages 6 weeks through twelve years..

Congratulations!